

Seventh – Eighth Grade ESL

Beginner

Listening Accomplishments

- 7-8.L.1 The student will show understanding of appropriate vocabulary.
- Demonstrate understanding of Beginning-level vocabulary.
- 7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- Understand and follow oral directions.
 - Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
 - Understand classroom directions (e.g., schedules, homework assignments).

Speaking Accomplishments

- 7-8.S.1. The student will communicate ideas clearly and effectively.
- Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
 - Pronounce regular verbs pertaining to Beginning level topics.
 - Use words and/or gestures to respond to questions related to Beginning-level topics.
- 7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.
- Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- 7-8.S.3. The student will use standard English conventions for oral communication.
- Answer questions using gestures and/or the word “no.”
 - Use gestures to respond to commands using prepositions of place.
 - Use gestures to identify familiar objects.
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- Use gestures to communicate effectively in grade-appropriate settings:
 - asking permission;
 - greeting
 - expressing needs and wants;
 - Use gestures to indicate a personal preference.

Reading Accomplishments

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

a. Identify directionality of written text.

b. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

a. Identify sound-letter correlation.

b. Read aloud personal information.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

a. Build vocabulary by reading and viewing from a wide variety of sources.

7-8.R.4. The student reads materials for a variety of purposes.

a. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).

7-8.R.5. The student reads materials for a variety of purposes.

7-8.R.6. The student reads materials for a variety of purposes.

Writing Accomplishments

7-8.W.1 The student will develop the structural skills of the writing process .

7-8.W.2. The student will use standard writing conventions.

7-8.W.3. The student will use proper spelling.

7-8.W.4. The student will use standard writing conventions.

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

7-8.W.6. The student will use standard writing conventions.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner

Listening

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Understand and follow oral directions.
- c. Decode unknown words in context, using previously learned strategies.
- d. Identify feelings as reflected through pictures or gestures.
- e. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- i. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- f. Understand classroom directions (e.g., schedules, homework assignments)
- g. Understand classroom directions (e.g., schedules, homework assignments).

- h. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.

Speaking

7-8.S.1. The student will communicate ideas clearly and effectively.

- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
- b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
- d. Pronounce regular verbs pertaining to Beginning level topics.
- c. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
- e. Use words and/or gestures to respond to questions related to Beginning-level topics.
- f. Use words and/or phrases to respond to questions related to High Beginning-level topics.

7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.

- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).

7-8.S.3. The student will use standard English conventions for oral communication.

- a. Formulate simple and simple compound sentences.
- b. Orally demonstrate the ability to use present and past tense verbs accurately.
- c. Orally demonstrate the ability to use demonstrative adjectives.
- d. Answer questions using gestures and/or the word “no.”
- e. Answer questions using negative words or phrases.
- f. Answer questions using count and non-count nouns.
- g. Demonstrate correct usage of articles: a, an, the.
- h. Use gestures to respond to commands using prepositions of place.
- i. Answer questions using prepositions of place and position.
- j. Respond to High Beginning topic questions.
- k. Use words and phrases to provide personal information.
- l. Use gestures to identify familiar objects.
- m. Use words or phrases to tell the use or purpose of familiar objects.

7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.

- a. Use gestures to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
 - asking permission
 - greeting
 - expressing needs and wants
- b. Use gestures to indicate a personal preference.
- c. Express a personal preference.
- d. Manipulate pictures to indicate chronological order.
- e. Use simple sentences to give directions on a map.
- f. Use simple sentences to describe and interpret information from a chart or graph.

Reading

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents, glossary).
- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify sound-letter correlation.
- b. Distinguish vowel and consonant sounds.
- c. Read aloud personal information.
- d. Read aloud material used with Beginning and High Beginning topics

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Build vocabulary by reading and viewing from a wide variety of sources.

7-8.R.4. The student reads materials for a variety of purposes.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- d. Show understanding of the order of events within a sequence or a process. (e.g., put a set of sentences in chronological order).
- b. Identify organizational patterns (i.e. beginning, middle, end).
- c. Identify the main idea or main topic when it is explicitly stated.
- d. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.

7-8.R.5. The student reads materials for a variety of purposes.

- a. Identify characters in a simple story.

- 7-8.R.6. The student reads materials for a variety of purposes.
- a. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.

Writing

- 7-8.W.1 The student will develop the structural skills of the writing process.
- a. Print in upper- and lower case.
 - b. Write dictated words and sentences.
 - c. Write dictated words.
- 7-8.W.2. The student will use standard writing conventions.
- a. Write the correct form of regular verbs from the High Beginning- Level topics.
 - b. Use adjectives in appropriate sentence positions.
 - c. Write the correct form of subject-verb agreement in simple sentences.
 - d. Write the correct plural form of count nouns.
 - e. Use indefinite articles “a” and “an” correctly with nouns.
 - f. Use demonstrative pronouns appropriately (e.g., “These are apples”).
 - g. Use common regular comparative and superlative forms of adjectives.
 - h. Use possessive adjectives and pronouns.
 - i. Use “and” as a conjunction.
- 7-8.W.3. The student will use proper spelling.
- a. Spell High Beginning-Level vocabulary correctly.
- 7-8.W.4. The student will use standard writing conventions.
- a. Use periods at the ends of sentences.
 - b. Use commas after introductory "yes" or "no."
 - c. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
 - d. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
 - e. Use apostrophes in contractions.
 - f. Capitalize the first word in a sentence.
 - g. Capitalize first and last names.
 - h. Capitalize names of cities, states, and countries.
 - i. Capitalize days of the week and months of the year.
 - j. Capitalize beginning of direct quotations.
- 7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- 7-8.W.6. The student will use standard writing conventions.
- a. Write simple sentences.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

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- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Intermediate

Listening

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Decode unknown words in context, using previously learned strategies.

- d. Demonstrate an understanding of cause and effect.
- e. Identify the main idea of a short passage .
- f. Demonstrate literal understanding of orally presented academic topics .
- g. Determine the answer to a simple inference question from an orally presented passage .
- h. Identify feelings as reflected through pictures or gestures.
- i. Understand an inference question about a character's feelings .
- j. Demonstrate understanding of idioms in a passage that is read orally .
- k. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- j. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- j. Understand classroom directions (e.g., schedules, homework assignments).
- k. Demonstrate understanding of the most fundamental concepts in academic areas .
- l. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- m. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- n. Demonstrate understanding of underlying meaning in short poems .
- o. Demonstrate understanding of theme in short fictional narratives .
- p. Demonstrate understanding of simile and personification .

Speaking

7-8.S.1. The student will communicate ideas clearly and effectively.

- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
- b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Intelligibly pronounce words from academic area.
- d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
- e. Pronounce third person singular with –s.
- f. Pronounce regular verbs pertaining to Beginning level topics. c. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
- g. Pronounce past participles, regular, and irregular past tense verbs.
- h. Use words and/or gestures to respond to questions related to Beginning-level topics.
- i. Use words and/or phrases to respond to questions related to High Beginning-level topics.
- j. Speak in simple sentences to apply academic-related vocabulary in discussions.

7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.

- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).

- c. Orally demonstrate knowledge of the use of words from academic area.
- d. Correctly use idioms in context

7-8.S.3. The student will use standard English conventions for oral communication.

- a. Formulate simple and simple compound sentences.
- b. Formulate sentences with relative clauses.
- c. Formulate clarifying questions.
- d. Orally demonstrate the ability to use present and past tense verbs accurately.
- e. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
- f. Respond accurately to questions containing commonly used modal auxiliaries.
- g. Orally demonstrate the ability to use demonstrative adjectives.
- h. Answer questions using gestures and/or the word “no.”
- i. Answer questions using negative words or phrases.
- j. Answer questions in simple sentences using negative words.
- k. Answer questions using count and non-count nouns. i. Answer questions in complete sentences using quantifiers with count and non-count nouns.
- l. Demonstrate correct usage of articles: a, an, the. j. Demonstrate correct usage of articles: a, an, the.
- m. Use gestures to respond to commands using prepositions of place.
- n. Answer questions using prepositions of place and position.
- o. Answer questions in complete sentences using prepositions of place, position, and time.
- p. Respond to High Beginning topic questions.
- q. Ask and respond to questions which correspond to grade-level topics.
- r. Use words and phrases to provide personal information.
- s. Use simple sentences to provide personal information.
- t. Use tag questions correctly.
- u. Use gestures to identify familiar objects.
- v. Use words or phrases to tell the use or purpose of familiar objects.
- w. Use simple sentences to tell the use or purpose of familiar objects.

7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.

- a. Use gestures to communicate effectively in grade-appropriate settings:
- b. Use the following language functions to communicate effectively in grade-appropriate settings:
- c. Use the following language functions to communicate effectively in grade-appropriate settings:
 - asking permission;
 - making and accepting apologies;
 - inviting;
 - expressing needs and wants;
 - asking for clarification;
 - asking for directions;

- asking for and giving advice;
- agreeing /disagreeing
- d. Use gestures to indicate a personal preference.
- e. Express a personal preference.
- f. Express a personal preference and give a reason for it.
- g. Express an opinion about an issue and give a reason to support it.
- h. Manipulate pictures to indicate chronological order.
- i. Express events in chronological order.
- j. Use simple sentences to express comparison and contrast.
- k. Use simple sentences to give directions on a map. f. Use simple sentences to give directions on a map.
- l. Use simple sentences to describe and interpret information from a chart or graph.
- m. Use simple sentences to describe and interpret information from a chart or graph.

Reading

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents. glossary).
- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics
- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify antonyms.
- b. Identify synonyms.
- c. Show knowledge of common prefixes, suffixes, and word roots.
- d. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
- e. Identify the root word of words with a single affix.
- f. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.

- g. Build vocabulary by reading and viewing from a wide variety of sources.
- h. Determine the meaning of a word with multiple meanings in a given text.
- i. Determine the correct use of homographs and homophones using context clues .
- j. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
- k. Demonstrate an understanding of common idioms.

7-8.R.4. The student reads materials for a variety of purposes.

- a. Determine the answer to a simple inference question.
- b. Determine the antecedent of a personal pronoun.
- c. Determine the antecedent of a noun or noun phrase.
- d. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- e. Identify organizational patterns (i.e. beginning, middle, end).
- f. Identify organizational patterns (i.e. introduction, body, conclusion).
- g. Identify the main idea or main topic when it is explicitly stated.
- h. Identify the main idea or main topic when it is not explicitly stated.
- i. Identify the best summary of an informative reading selection.
- j. Identify the important details that support a main idea or summary statement.
- k. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
- l. Recognize language cues that signal cause and effect.
- m. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
- n. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
- o. Predict what would most likely happen next in a narrative.
- p. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
- q. Demonstrate knowledge of possessive noun forms.

7-8.R.5. The student reads materials for a variety of purposes.

- a. Identify characters in a simple story.
- b. Identify the main character and all other important characters in a story.
- c. Infer characters’ feelings about themselves at different points in a story.
- d. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.

7-8.R.6. The student reads materials for a variety of purposes.

- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
- b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
- c. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.

- d. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

Writing

- 7-8.W.1 The student will develop the structural skills of the writing process.
 - a. Print in upper- and lower case
 - b. Write cursive letters in upper- and lower case.
 - c. Write dictated words and sentences.
 - d. Write dictated words.
- 7-8.W.2. The student will use standard writing conventions.
 - a. Write the correct form of regular verbs from the High Beginning- Level topics.
 - b. Write the correct form of regular and irregular verbs.
 - c. Use adjectives in appropriate sentence positions.
 - d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
 - e. Use past continuous verb forms.
 - f. Write the correct form of subject-verb agreement in simple sentences.
 - g. Write the correct form of subject-verb agreement with count and non-count nouns.
 - h. Form possessive nouns correctly (e.g., Bill's coat).
 - i. Write the correct plural form of count nouns.
 - j. Write the correct plural form of irregular count nouns (e.g., child/children).
 - k. Use indefinite articles "a" and "an" correctly with nouns.
 - m. Use indefinite articles "a" and "an" correctly with nouns.
 - l. Use the correct number and case of personal pronouns (i.e., subject, object, and possessive; first person, second person and third person) in compounds and appositives.
 - m. Use demonstrative pronouns appropriately (e.g., "These are apples").
 - n. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
 - o. Use indefinite pronouns with correct subject-verb agreement.
 - p. Use common regular comparative and superlative forms of adjectives.
 - q. Use regular and irregular comparative and superlative forms of adjectives.
 - r. Use possessive adjectives and pronouns.
 - s. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
 - t. Use adverbs in a variety of sentence positions.
 - u. Use direct quotations correctly.
 - v. Use "and" as a conjunction.
 - w. Use coordinating conjunctions.
- 7-8.W.3. The student will use proper spelling.
 - a. Spell High Beginning-Level vocabulary correctly.
 - b. Spell Intermediate-Level vocabulary correctly.
- 7-8.W.4. The student will use standard writing conventions.

- a. Use periods at the ends of sentences.
- b. Use periods with simple, common abbreviations.
- c. Use question marks and exclamation marks at the ends of sentences.
- d. Use commas in addresses.
- e. Use commas after introductory "yes" or "no."
- f. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
- g. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- h. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
- i. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
- j. Use apostrophes in contractions.
- k. Use apostrophes to show possession for singular nouns.
- l. Use quotation marks with direct quotations and with the correct periods and commas.
- m. Capitalize the first word in a sentence.
- n. Capitalize first and last names.
- o. Capitalize first and last names and common titles of people.
- p. Capitalize names of cities, states, and countries.
- q. Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
- r. Capitalize days of the week and months of the year.
- s. Capitalize beginning of direct quotations.
- t. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
- u. Demonstrate the correct use of underlining and italicizing titles.

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
- b. Identify run-on sentences and sentence fragments.
- c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- d. Identify misplaced commas, based on rules taught to date.

7-8.W.6. The student will use standard writing conventions.

- a. Write simple sentences.
- b. Write grammatically correct simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- c. Write sentences compounded with "and" and "but."
- d. Formulate negative sentences without double negatives.
- e. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")

f. Determine appropriate thesis statement.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a narrative paragraph describing a personal experience.
- c. Write a narrative paragraph that discusses chronologically events that took place in the past.
- d. Use appropriate organizational strategies, including outlining and other graphic organizers.
- e. Use computer technology to find information, to create reports and presentations, and to support research.
- f. Determine appropriate audience and purpose for writing.
- g. Select appropriate time order or transitional words.
- h. Write an appropriate title for a passage.
- i. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.
- j. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra:

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate

Listening

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.
- c. Demonstrate understanding of everyday vocabulary.
- d. Demonstrate understanding of academic vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Listen and respond to a variety of media for specific information.
- d. Decode unknown words in context, using previously learned strategies.
- e. Decode unknown grade-level words in context, using previously learned strategies.
- f. Demonstrate an understanding of cause and effect.
- g. Identify the main idea of a short passage.
- h. Identify the main idea of a grade-level passage.
- i. Demonstrate literal understanding of orally presented academic topics.
- j. Demonstrate literal understanding of orally presented grade-level, academic topics.
- k. Determine the answer to a simple inference question from an orally presented passage.
- l. Determine the answer to a simple inference question from an orally presented grade-level passage.
- m. Identify feelings as reflected through pictures or gestures.
- n. Understand an inference question about a character's feelings .
- o. Demonstrate understanding of idioms in a passage that is read orally .
- p. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- r. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- s. Understand classroom directions (e.g., schedules, homework assignments).
- t. Demonstrate understanding of the most fundamental concepts in academic areas.
- u. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., "variable" in science, "indigenous" in history, "point/line" in geometry, etc.).
- v. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- w. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- x. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine what happened second).

- y. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- z. Demonstrate understanding of underlying meaning in short poems.
- aa. Demonstrate understanding of underlying meaning in poems.
- bb. Demonstrate understanding of theme in short fictional narratives.
- cc. Demonstrate understanding of theme in short fictional narratives.
- dd. Demonstrate understanding of simile and personification .
- ee. Demonstrate understanding of metaphor, simile and personification .

Speaking

7-8.S.1. The student will communicate ideas clearly and effectively.

- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
- b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Intelligibly pronounce words from academic area.
- d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
- e. Pronounce third person singular with –s. b. Pronounce possessive –s endings on nouns functioning as adjectives. (e.g. Bill's coat)
- f. Pronounce regular verbs pertaining to Beginning level topics.
- g. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
- h. Pronounce past participles, regular, and irregular past tense verbs.
- i. Use words and/or gestures to respond to questions related to Beginning-level topics.
- j. Use words and/or phrases to respond to questions related to High Beginning-level topics.
- k. Speak in simple sentences to apply academic-related vocabulary in discussions.

7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.

- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Orally demonstrate knowledge of the use of words from academic area.
- d. Correctly use idioms in context.

7-8.S.3. The student will use standard English conventions for oral communication.

- a. Formulate simple and simple compound sentences.
- b. Formulate sentences with relative clauses.
- c. Formulate sentences with subordinate and relative clauses.
- d. Formulate clarifying questions.
- e. Orally demonstrate the ability to use present and past tense verbs accurately.

- f. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
- g. Orally demonstrate the ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
- h. Respond accurately to questions containing commonly used modal auxiliaries.
- i. Formulate sentences using modal auxiliaries.
- k. Orally demonstrate the ability to use demonstrative adjectives.
- l. Formulate conditional statements (e.g., If I were a millionaire, I would...).
- m. Answer questions using gestures and/or the word “no.” h. Answer questions using negative words or phrases.
- n. Answer questions in simple sentences using negative words.
- o. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- p. Answer questions using count and non-count nouns.
- q. Answer questions in complete sentences using quantifiers with count and non-count nouns.
- r. Formulate complete sentences using quantifiers with count and non-count nouns.
- s. Demonstrate correct usage of articles: a, an, the.
- t. Use gestures to respond to commands using prepositions of place.
- u. Answer questions using prepositions of place and position.
- v. Answer questions in complete sentences using prepositions of place, position, and time.
- w. Formulate complete sentences using prepositions of time, place, and position.
- x. Respond to High Beginning topic questions.
- y. Ask and respond to questions which correspond to grade-level topics.
- x. Use words and phrases to provide personal information. m. Use simple sentences to provide personal information.
- y. Use a variety of sentence structures to provide personal information.
- z. Use tag questions correctly.
- aa. Use gestures to identify familiar objects.
- bb. Use words or phrases to tell the use or purpose of familiar objects.
- cc. Use simple sentences to tell the use or purpose of familiar objects.
- dd. Use a variety of sentence structures to tell the use or purpose of familiar objects.

7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.

- a. Use gestures to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
- b. Use the following language functions to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
 - asking permission;
 - making and accepting apologies;
 - inviting;

- making suggestions;
 - expressing needs and wants;
 - asking for clarification;
 - asking for directions;
 - asking for and giving advice;
 - agreeing/disagreeing
- c. Use gestures to indicate a personal preference.
 - d. Express a personal preference.
 - e. Express a personal preference and give a reason for it.
 - f. Express a personal preference and give two or more reasons for it.
 - g. Express an opinion about an issue and give a reason to support it.
 - h. Express an opinion about a grade-level issue and give two or more reasons to support it.
 - i. Manipulate pictures to indicate chronological order.
 - j. Express events in chronological order.
 - k. Express events in chronological order using transitional words.
 - l. Use simple sentences to express comparison and contrast.
 - m. Use a variety of sentence structures to express comparison and contrast.
 - n. Use simple sentences to give directions on a map.
 - o. Use a variety of sentence structures to give directions on a map.
 - p. Use simple sentences to describe and interpret information from a chart or graph.
 - q. Use simple sentences to describe and interpret information from a chart or graph.
 - r. Use a variety of sentence structures to describe and interpret information from a grade-level chart or graph.

Reading

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents, glossary).
- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics

- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.
- h. Read aloud grade-level material aloud for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify antonyms.
- b. Identify antonyms of grade-level words.
- c. Identify synonyms.
- d. Identify synonyms of grade-level words.
- e. Show knowledge of common prefixes, suffixes, and word roots.
- f. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
- g. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- h. Identify the root word of words with a single affix.
- i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- j. Determine the meaning of unfamiliar compound words by using knowledge of individual known words .
- k. Build vocabulary by reading and viewing from a wide variety of sources.
- l. Determine the meaning of a word with multiple meanings in a given text.
- m. Determine the meaning of a word with multiple meanings in a given text.
- n. Determine the correct use of homographs and homophones using context clues.
- o. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
- p. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
- q. Demonstrate an understanding of common idioms.

7-8.R.4. The student reads materials for a variety of purposes.

- a. Determine the answer to a simple inference question.
- b. Determine the answer to an inference question.
- c. Determine the antecedent of a personal pronoun.
- d. Determine the antecedent of any pronoun.
- e. Determine the antecedent of a noun or noun phrase.
- f. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- g. Identify organizational patterns (i.e. beginning, middle, end).
- h. Identify organizational patterns (i.e. introduction, body, conclusion).

- i. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- j. Identify the main idea or main topic when it is explicitly stated.
- k. Identify the main idea or main topic when it is not explicitly stated.
- l. Identify the best summary of an informative reading selection.
- m. Identify the important details that support a main idea or summary statement.
- n. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
- o. Recognize language cues that signal cause and effect.
- p. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
- q. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
- r. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
- s. Demonstrate an understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- u. Predict what would most likely happen next in a narrative.
- v. Distinguish between fact and opinion.
- w. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?")
- x. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?")
- y. Demonstrate knowledge of possessive noun forms.

7-8.R.5. The student reads materials for a variety of purposes.

- a. Identify characters in a simple story.
- b. Identify the main character and all other important characters in a story.
- c. Infer characters' feelings about themselves at different points in a story.
- d. Infer characters' feelings about themselves and their surroundings at different points in a story.
- e. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.
- f. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
- g. Determine the narrator's/author's point of view (e.g. first person and third person).

7-8.R.6. The student reads materials for a variety of purposes.

- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
- b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
- c. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

Writing

- 7-8.W.1 The student will develop the structural skills of the writing process .
- a. Print in upper- and lower case.
 - b. Write cursive letters in upper- and lower case
 - c. Write dictated words and sentences.
 - d. Write dictated words.
- 7-8.W.2. The student will use standard writing conventions.
- a. Write the correct form of regular verbs from the High Beginning- Level topics.
 - b. Write the correct form of regular and irregular verbs.
 - c. Use adjectives in appropriate sentence positions.
 - d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
 - e. Write the correct form of modal auxiliaries + base form of verbs.
 - f. Use present perfect verb forms.
 - g. Use past continuous verb forms.
 - h. Use passive voice correctly.
 - i. Express future time with “if” clauses.
 - j. Use conditional verb forms with “if” clauses.
 - k. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
 - l. Write the correct form of subject-verb agreement in simple sentences.
 - m. Write the correct form of subject-verb agreement with count and non-count nouns.
 - n. Form possessive nouns correctly (e.g., Bill’s coat).
 - o. Write the correct plural form of count nouns.
 - p. Write the correct plural form of irregular count nouns (e.g., child/children).
 - q. Use indefinite articles “a” and “an” correctly with nouns.
 - r. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives.
 - s. Use demonstrative pronouns appropriately (e.g., “These are apples”).
 - t. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
 - u. Use indefinite pronouns with correct subject-verb agreement.
 - v. Use common regular comparative and superlative forms of adjectives.
 - w. Use regular and irregular comparative and superlative forms of adjectives.
 - x. Use possessive adjectives and pronouns.
 - y. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
 - z. Use adverbs in a variety of sentence positions.
 - aa. Use adverbs and adverb phrases in a variety of sentence positions.
 - bb. Use direct quotations correctly.
 - cc. Use direct quotations and indirect quotations correctly.
 - dd. Use “and” as a conjunction.
 - ee. Use coordinating conjunctions.

7-8.W.3. The student will use proper spelling.

- a. Spell High Beginning-Level vocabulary correctly.
- b. Spell Intermediate-Level vocabulary correctly.
- c. Spell grade-level and academic-based vocabulary correctly.

7-8.W.4. The student will use standard writing conventions.

- a. Use periods at the ends of sentences.
- b. Use periods with simple, common abbreviations.
- c. Use periods with abbreviations.
- d. Use question marks and exclamation marks at the ends of sentences.
- e. Use commas in addresses.
- f. Use commas after introductory "yes" or "no."
- g. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
- h. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- i. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
- j. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
- k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- l. Use apostrophes in contractions.
- m. Use apostrophes to show possession for singular nouns.
- n. Use apostrophes to show possession for singular nouns and plural nouns.
- o. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
- p. Use quotation marks with direct quotations and with the correct periods and commas.
- q. Capitalize the first word in a sentence.
- r. Capitalize first and last names.
- s. Capitalize first and last names and common titles of people.
- t. Capitalize names of cities, states, and countries.
- u. Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
- v. Capitalize days of the week and months of the year.
- w. Capitalize beginning of direct quotations.
- x. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
- y. Demonstrate the correct use of underlining and italicizing titles.

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.

- b. Identify run-on sentences and sentence fragments.
- c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- d. Identify misplaced commas, based on rules taught to date.
- e. Demonstrate the correct use of colons and semi-colons.
- f. Determine the most effective order of sentences in a paragraph.
- g. Determine where paragraph breaks should occur.
- h. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- i. Eliminate a redundant or unnecessary sentence from a paragraph.
- j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")

7-8.W.6. The student will use standard writing conventions.

- a. Write simple sentences.
- b. Write grammatically correct simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- c. Write grammatically correct sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- d. Write sentences compounded with "and" and "but."
- e. Write sentences compounded with "and" and "but."
- f. Formulate negative sentences without double negatives.
- c. Formulate negative sentences without double negatives.
- g. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
- h. Formulate negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
- i. Write appropriate questions for embedding in text.
- j. Use subordinating conjunctions "because" and "since" to connect a dependent clause to an independent clause (e.g., "I am hungry because I didn't eat lunch.").
- k. Recognize and differentiate among simple, compound, and complex sentences.
- l. Determine appropriate thesis statement.
- m. Determine appropriate thesis statement.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a descriptive paragraph with a topic sentence and several supporting sentences.
- c. Write a narrative paragraph describing a personal experience.
- d. Write an expository paragraph.
- e. Write a narrative paragraph that discusses chronologically events that took place in the past.
- f. Write a chronologically organized paragraph explaining a process.

- g. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
- h. Use appropriate organizational strategies, including outlining and other graphic organizers.
- i. Use appropriate organizational strategies, including outlining and other graphic organizers.
- j. Use computer technology to find information, to create reports and presentations, and to support research.
- k. Use computer technology to find information, to create reports and presentations, and to support research.
- l. Determine appropriate audience and purpose for writing.
- m. Determine appropriate audience and purpose for writing.
- n. Select appropriate time order or transitional words.
- o. Select appropriate time order or transitional words.
- p. Write an appropriate title for a passage.
- q. Write an appropriate title for a passage.
- r. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.
- s. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.
- t. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs

- b. Charts
- c. Parts of a Table

Advanced

Listening

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.
- c. Demonstrate understanding of everyday vocabulary.
- d. Demonstrate understanding of academic vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Listen and respond to a variety of media for specific information.
- d. Listen and respond to a variety of media for specific information.
- e. Decode unknown words in context, using previously learned strategies.
- f. Decode unknown words in context, using previously learned strategies.
- g. Decode unknown grade-level words in context, using previously learned strategies.
- h. Decode unknown grade-level words in context, using previously learned strategies.
- i. Demonstrate an understanding of cause and effect.
- j. Identify the main idea of a short passage .
- k. Identify the main idea of a grade-level passage.
- l. Identify the main idea of a grade-level passage.
- m. Demonstrate literal understanding of orally presented academic topics .
- n. Demonstrate literal understanding of orally presented grade-level, academic topics.
- o. Demonstrate literal understanding of orally presented grade-level, academic topics.
- p. Determine the answer to a simple inference question from an orally presented passage.
- q. Determine the answer to a simple inference question from an orally presented grade-level passage.
- r. Determine the answer to a simple inference question from an orally presented grade-level passage.
- s. Identify feelings as reflected through pictures or gestures.
- t. Understand an inference question about a character's feelings.
- u. Understand an inference question about a character's feelings.
- v. Understand an inference question about a character's feelings.
- w. Demonstrate understanding of idioms in a passage that is read orally.
- x. Demonstrate understanding of idioms in a passage that is read orally.
- y. Demonstrate understanding of idioms in a passage that is read orally.
- z. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).

- aa. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- bb. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- cc. Understand classroom directions (e.g., schedules, homework assignments).
- dd. Understand classroom directions (e.g., schedules, homework assignments)
- ee. Understand classroom directions (e.g., schedules, homework assignments)
- ff. Demonstrate understanding of the most fundamental concepts in academic areas .
- gg. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., “variable” in science, “indigenous” in history, “point/line” in geometry, etc.).
- hh. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., “variable” in science, “indigenous” in history, “point/line” in geometry, etc.).
- ii. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- jj. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- kk. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine what happened second).
- ll. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- mm. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- nn. Demonstrate understanding of underlying meaning in short poems .
- oo. Demonstrate understanding of underlying meaning in poems .
- pp. Demonstrate understanding of theme in short fictional narratives.
- qq. Demonstrate understanding of simile and personification .
- rr. Demonstrate understanding of metaphor, simile and personification .

Speaking

- 7-8.S.1. The student will communicate ideas clearly and effectively.
 - a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
 - b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
 - c. Intelligibly pronounce words from academic area.
 - d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
 - e. Pronounce third person singular with –s.
 - f. Pronounce possessive –s endings on nouns functioning as adjectives. (e.g. Bill's coat)
 - g. Pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat), and the plural –s ending on nouns).
 - h. Pronounce regular verbs pertaining to Beginning level topics.

- i. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
- j. Pronounce past participles, regular, and irregular past tense verbs.
- k. Use words and/or gestures to respond to questions related to Beginning-level topics.
- l. Use words and/or phrases to respond to questions related to High Beginning-level topics.
- m. Speak in simple sentences to apply academic-related vocabulary in discussions.
- n. Speak in complex sentences to apply academic-related vocabulary in discussions.
- o. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-level topic.

7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.

- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Orally demonstrate knowledge of the use of words from academic area.
- d. Orally demonstrate knowledge of words from academic area.
- e. Correctly use idioms in context.

7-8.S.3. The student will use standard English conventions for oral communication.

- a. Formulate simple and simple compound sentences.
- b. Formulate sentences with relative clauses.
- c. Formulate sentences with subordinate and relative clauses.
- d. Formulate clarifying questions.
- e. Orally demonstrate the ability to use present and past tense verbs accurately.
- f. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
- g. Orally demonstrate the ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
- h. Show ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
- i. Respond accurately to questions containing commonly used modal auxiliaries.
- j. Formulate sentences using modal auxiliaries.
- k. Formulate sentences with modal auxiliaries.
- l. Orally demonstrate the ability to use demonstrative adjectives.
- m. Formulate conditional statements (e.g., If I were a millionaire, I would. . .).
- n. Answer questions using gestures and/or the word “no.”
- o. Answer questions using negative words or phrases.
- p. Answer questions in simple sentences using negative words.
- q. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- r. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.

- s. Answer questions using count and non-count nouns.
- t. Answer questions in complete sentences using quantifiers with count and non-count nouns.
- u. Formulate complete sentences using quantifiers with count and non-count nouns.
- v. Use quantifiers with count and non-count nouns.
- w. Demonstrate correct usage of articles: a, an, the.
- x. Demonstrate correct usage of articles: a, an, the.
- y. Use gestures to respond to commands using prepositions of place.
- x. Answer questions using prepositions of place and position.
- z. Answer questions in complete sentences using prepositions of place, position, and time.
- aa. Formulate complete sentences using prepositions of time, place, and position.
- bb. Demonstrate correct usage of prepositions.
- cc. Respond to High Beginning topic questions.
- dd. Ask and respond to questions which correspond to grade-level topics.
- ee. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- ff. Use words and phrases to provide personal information.
- gg. Use simple sentences to provide personal information.
- hh. Use a variety of sentence structures to provide personal information.
- ii. Use a variety of sentence structures to provide personal information.
- jj. Use tag questions correctly.
- kk.. Use gestures to identify familiar objects.
- ll. Use words or phrases to tell the use or purpose of familiar objects.
- mm. Use simple sentences to tell the use or purpose of familiar objects.
- nn. Use a variety of sentence structures to tell the use or purpose of familiar objects.
- oo. Use a variety of sentence structures to tell the use or purpose of familiar objects

7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.

- a. Use gestures to communicate effectively in grade-appropriate settings:
- b. Use the following language functions to communicate effectively in grade-appropriate settings:
- c. Use the following language functions to communicate effectively in grade-appropriate settings:
 - a. Use the following language functions to communicate effectively in grade-appropriate settings:
- d. Use the following language functions to communicate effectively in grade-appropriate settings:
 - asking permission;
 - making and accepting apologies;
 - inviting;
 - making suggestions;
 - expressing needs and wants;
 - asking for clarification;
 - asking for directions;
 - asking for and giving advice;

- agreeing and disagreeing
- e. Use gestures to indicate a personal preference.
- f. Express a personal preference.
- g. Express a personal preference and give a reason for it.
- h. Express a personal preference and give two or more reasons for it.
- i. Express a personal preference and give two or more reasons for it.
- j. Express an opinion about an issue and give a reason to support it.
- k. Express an opinion about a grade-level issue and give two or more reasons to support it.
- l. Express an opinion about a grade-level issue and give two or more reasons to support it.
- m. Manipulate pictures to indicate chronological order.
- n. Express events in chronological order.
- o. Express events in chronological order using transitional words.
- p. Use simple sentences to express comparison and contrast.
- q. Use a variety of sentence structures to express comparison and contrast.
- r. Use a variety of sentence structures to express comparison and contrast.
- s. Use simple sentences to give directions on a map.
- t. Use a variety of sentence structures to give directions on a map.
- u. Use simple sentences to describe and interpret information from a chart or graph.
- v. Use a variety of sentence structures to describe and interpret information from a grade-level chart or graph.

Reading

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents. glossary).
- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics
- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.

- h. Read aloud grade-level material aloud for fluency, with appropriate pronunciation and intonation.
- i. Read aloud grade-level material for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify antonyms.
- b. Identify antonyms of grade-level words.
- c. Identify synonyms.
- d. Identify synonyms of grade-level words.
- e. Show knowledge of common prefixes, suffixes, and word roots.
- f. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
- g. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- h. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- i. Identify the root word of words with a single affix.
- j. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- k. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- l. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- m. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- n. Build vocabulary by reading and viewing from a wide variety of sources.
- o. Determine the meaning of a word with multiple meanings in a given text.
- p. Determine the correct use of homographs and homophones using context clues.
- r. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
- s. Demonstrate an understanding of common idioms.

7-8.R.4. The student reads materials for a variety of purposes.

- a. Determine the answer to a simple inference question.
- b. Determine the answer to an inference question.
- c. Determine the antecedent of a personal pronoun.
- d. Determine the antecedent of any pronoun.
- e. Determine the antecedent of a noun or noun phrase.

- f. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- g. Show understanding of the order of events within a sequence or a process. (e.g., put a set of sentences in chronological order).
- h. Show understanding of the order of events within a sequence or a process. (e.g., put a set of sentences and paragraphs in chronological order).
- i. Identify organizational patterns (i.e. beginning, middle, end).
- j. Identify organizational patterns (i.e. introduction, body, conclusion).
- k. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- l. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- m. Identify the main idea or main topic when it is explicitly stated.
- n. Identify the main idea or main topic when it is not explicitly stated.
- o. Identify the best summary of an informative reading selection.
- p. Identify the important details that support a main idea or summary statement.
- q. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
- s. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (i.e., on the other hand, in contrast, although, even though, but, however, nevertheless, likewise, similarly, and comparative and superlative adjectives).
- t. Recognize language cues that signal cause and effect.
- u. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).
- v. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
- w. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
- x. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
- y. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
- z. Demonstrate an understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- aa. Predict what would most likely happen next in a narrative.
- bb. Distinguish between fact and opinion.
- cc. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
- dd. Demonstrate knowledge of possessive noun forms.

7-8.R.5. The student reads materials for a variety of purposes.

- a. Identify characters in a simple story.
- b. Identify the main character and all other important characters in a story.
- c. Infer characters’ feelings about themselves at different points in a story.

- d. Infer characters' feelings about themselves and their surroundings at different points in a story.
 - e. Infer characters' feelings about themselves and their surroundings at different points in a story.
 - f. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.
 - g. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
 - h. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
 - i. Determine the narrator's/author's point of view (e.g. first person and third person).
 - j. Determine the narrator's/author's point of view (e.g. first person and third person).
- 7-8.R.6. The student reads materials for a variety of purposes.
- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
 - b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
 - c. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

Writing

- 7-8.W.1 The student will develop the structural skills of the writing process .
- a. Print in upper- and lower case.
 - a. Write cursive letters in upper- and lower case.
 - b. Write dictated words and sentences.
- 7-8.W.2. The student will use standard writing conventions.
- a. Write the correct form of regular verbs from the High Beginning- Level topics.
 - b. Write the correct form of regular and irregular verbs.
 - c. Use adjectives in appropriate sentence positions.
 - d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
 - e. Write the correct form of modal auxiliaries + base form of verbs.
 - f. Write the correct form of modal auxiliaries + base form of verbs.
 - g. Use present perfect verb forms.
 - h. Use past continuous verb forms.
 - i. Use passive voice correctly.
 - j. Express future time with "if" clauses.
 - k. Use conditional verb forms with "if" clauses.
 - l. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
 - m. Write the correct form of subject-verb agreement in simple sentences.
 - n. Write the correct form of subject-verb agreement with count and non-count nouns.
 - o. Form possessive nouns correctly (e.g., Bill's coat).

- p. Write the correct plural form of count nouns.
- q. Write the correct plural form of irregular count nouns (e.g., child/children).
- r. Use indefinite articles “a” and “an” correctly with nouns.
- s. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives.
- t. Use demonstrative pronouns appropriately (e.g., “These are apples”).
- u. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
- v. Use indefinite pronouns with correct subject-verb agreement.
- w. Use common regular comparative and superlative forms of adjectives.
- x. Use regular and irregular comparative and superlative forms of adjectives.
- y. Use possessive adjectives and pronouns.
- z. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
- aa. Use adverbs in a variety of sentence positions.
- bb. Use adverbs and adverb phrases in a variety of sentence positions.
- cc. Use direct quotations correctly.
- dd. Use direct quotations and indirect quotations correctly.
- ee. Use “and” as a conjunction.
- ff. Use coordinating conjunctions.

7-8.W.3. The student will use proper spelling.

- a. Spell High Beginning-Level vocabulary correctly.
- b. Spell Intermediate-Level vocabulary correctly.
- c. Spell grade-level and academic-based vocabulary correctly.
- d. Spell grade-level and academic-based vocabulary correctly.

7-8.W.4. The student will use standard writing conventions.

- a. Use periods at the ends of sentences.
- b. Use periods with simple, common abbreviations.
- c. Use periods with abbreviations.
- d. Use question marks and exclamation marks at the ends of sentences.
- e. Use commas in addresses.
- f. Use commas after introductory “yes” or “no.”
- g. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
- h. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- i. Use commas joining two independent clauses with “but” or “or” (e.g., “You can stay here, or you can go home.”)
- j. Use commas to set off appositives (e.g., “Many of us, the people who pay taxes, oppose this idea.”)
- k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., “After I stopped by my friend’s house, I went straight home.”)
- l. Use apostrophes in contractions.
- m. Use apostrophes to show possession for singular nouns.

- n. Use apostrophes to show possession for singular nouns and plural nouns.
- o. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and “compound” hyphenations (e.g., Do you want first-, second- or third-class tickets?).
- p. Use quotation marks with direct quotations and with the correct periods and commas.
- q. Capitalize the first word in a sentence.
- r. Capitalize first and last names.
- s. Capitalize first and last names and common titles of people.
- t. Capitalize names of cities, states, and countries.
- u. Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
- v. Capitalize days of the week and months of the year.
- w. Capitalize beginning of direct quotations.
- x. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and “Ronald Reagan was our fortieth President.”
- y. Demonstrate the correct use of underlining and italicizing titles.

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
- b. Identify run-on sentences and sentence fragments.
- c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- d. Identify misplaced commas, based on rules taught to date.
- e. Demonstrate the correct use of colons and semi-colons.
- f. Determine the most effective order of sentences in a paragraph.
- g. Determine where paragraph breaks should occur.
- h. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- i. Eliminate a redundant or unnecessary sentence from a paragraph.
- j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”) j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

7-8.W.6. The student will use standard writing conventions.

- a. Write simple sentences.
- b. Write sentences compounded with "and" and “but.”
- c. Formulate negative sentences without double negatives.
- d. Formulate simple negative sentences with “be” and “do” in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.”)
- e. Write appropriate questions for embedding in text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).

- f. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- g. Recognize and differentiate among simple, compound, and complex sentences.
- h. Determine appropriate thesis statement.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a descriptive paragraph with a topic sentence and several supporting sentences.
- c. Write a narrative paragraph describing a personal experience.
- d. Write an expository paragraph.
- e. Write a narrative paragraph that discusses chronologically events that took place in the past.
- f. Write a chronologically organized paragraph explaining a process.
- g. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
- h. Use appropriate organizational strategies, including outlining and other graphic organizers.
- i. Use computer technology to find information, to create reports and presentations, and to support research.
- j. Determine appropriate audience and purpose for writing.
- k. Select appropriate time order or transitional words.
- l. Write an appropriate title for a passage.
- m. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar

- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table